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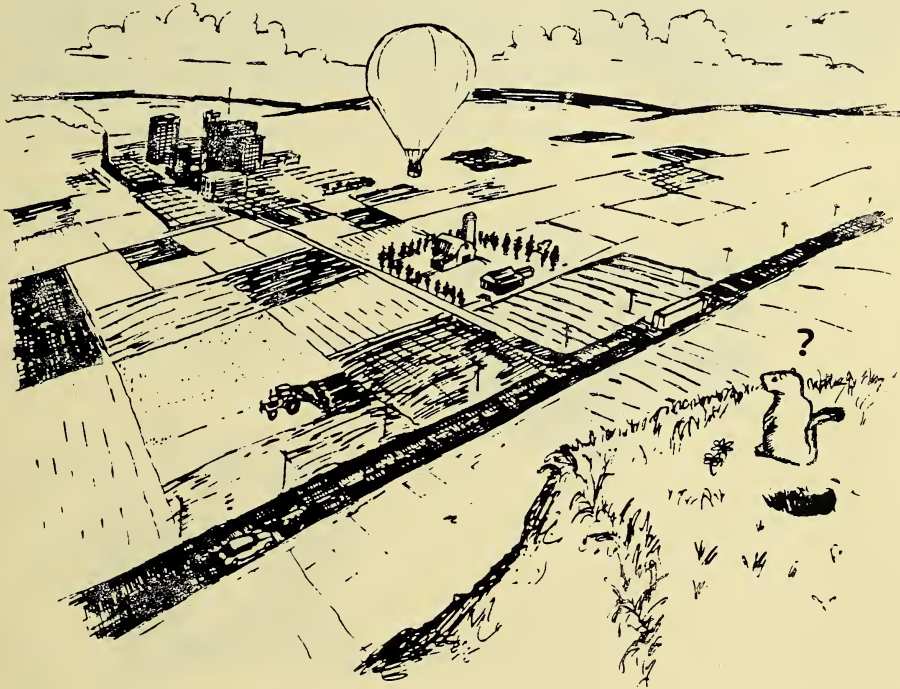


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Agriculture: Land and Life

Year One / Module 4



What Is Agriculture?
LEARNING FACILITATOR'S MANUAL

Note

This Agriculture: Land and Life Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final tests until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Agriculture: Land and Life Year One
Learning Facilitator's Manual
Module 4
What Is Agriculture?
Alberta Correspondence School
ISBN No. 0-7741-0030-3

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MODULE 4: WHAT IS AGRICULTURE - OVERVIEW

This module is to be done after the first three modules of this course have been completed. It draws on many of the key ideas and skills covered in the previous modules to provide a comprehensive overview of agricultural activity and to develop an awareness of agriculture's scope and diversity. The perspective adopted within this module is that agricultural activity involves much more than the rural farm, and that the impact of agriculture pervades all of society. The module examines agriculture at a variety of levels from local to global and introduces students to Alberta's role as both an importer and exporter of agricultural commodities.

Here is how the sections in this module are organized:

Section 1
Agriculture Around Alberta



Section 2
Out of the Past / Into the Future

Section 3
Feeding the World



Objectives

The specific concept, skill, and attitude objectives that are developed in this module are given below.

Concepts

Students will develop an understanding of each of the following concepts:

- diversity of agricultural operations
- components of agricultural industries: production, processing and marketing
- roles and careers
- agriculture as both producer of products and consumer of goods and services
- historical trends
 - increasing productivity per farmer
 - increasing productivity per unit area of land
 - degradation of farmland in areas of long-term inappropriate land use practices
- local, provincial, national and international food production
- transportation and trade of food products

Skills

Students will acquire skills in:

- classifying and sequencing steps in the production, processing, marketing, and distribution of agricultural products
- interpreting maps and charts
- identifying factors that support or inhibit food production in different areas of the world
- identifying issues in global agricultural production

Attitudes

Students will develop the following attitudes:

- appreciation of the complex food production, processing, and distribution system that exists to meet all our local food needs
- awareness of the diversity of agriculture related activities and occupations
- appreciation of the international nature of food production and distribution
- concern regarding problems in worldwide food production and distribution

NOTE: The concepts and skills to be learned in each of the three sections of Modules 4 are listed near the beginning of each new section in the Module Booklet.

Evaluation Guide For Module 4

In this module students will be evaluated on how well they answer the question “What is Agriculture?” The format for the Module 4 assignments is different from that used in previous modules. It is important for both the student and the learning facilitator to read the Assignment Booklet before the Student Booklet for Module 4 is started. This will help the student to decide on the type of presentation they would like to make and to discuss with the learning facilitator if their choice of presentation is possible in their particular circumstance. Once the format of the presentation has been chosen, students can then keep their eyes (and ears) open for worthwhile items while doing the activities in the Student Booklet.

The student’s successful completion of all assignments will depend on practice obtained while doing the various activities. Many choices of activities have been provided so that students have some control over their own learning.

The following distribution of marks is suggested in determining the student’s final mark for this module.

ASSIGNMENT	VALUE
Section 1	30 Marks
Section 2	25 Marks
Section 3, and	25 Marks
Final Module Assignment	20 Marks
TOTAL MARK	<u>100 Marks</u>

Although the value of each module towards the final grading for the Agriculture: Land and Life course is the decision of the classroom teacher, it is suggested that Module 4 be worth 25% of the total final grading.

Materials Needed For Module 4

Media (Optional)

The following three video programs are suggested if the students are to use the optional media learning pathways in Module 4.

Alberta: A Good Place for Agriculture – for Section 1

Careers in Agriculture – for Section 1 (Enrichment)

The Reason Why – for Sections 1 and 2 (Enrichment)

NOTE: It is anticipated that the above three video programs will be available from your regional library service. If you do not have a regional library service, contact the Learning Resources Distributing Centre (LRDC).

As the learning facilitator you have a key role in determining the success your students have in taking this course. Students need encouragement and the confidence of knowing that the course is important to their future. At times, they also need help to clear misunderstandings or to confirm that what they are doing is correct.

The remainder of this LFM for Module 4 contains answers, explanations, and other tips generated by the teachers who authored this course.

The LFM also includes the answers to the assignments in the Assignment Booklet for Module 4.

NOTE: The answers to the assignments should be kept secure by the teacher. Students should not have access to the answers to the Assignment Booklet. These answers should be stored securely and should be retained by the teacher at all times.

This module is intended to integrate the concepts, information, and experiences from activities and assignments in previous modules.

The following activities and assignments will extend students appreciation for the diversity and scope of agricultural activities in Alberta, Canada, and around the globe.

Section 1 – Agriculture Around Alberta

Complete **two** of the following **three** activities as a survey of agriculture in Alberta.

Activity 1 - Tour Alberta

You already know many things about Alberta's most important crops and livestock. They were introduced at the beginning of each section in Modules 2 and 3. In this activity, you will learn more about the diverse and important agricultural activities in Alberta.

Do either **Part A** or **Part B** (or do both if you wish).

Part A

Watch the videotape *Alberta: A Good Place for Agriculture*.

Part B

Look at the map of Alberta that follows. Read about the places and the many activities that occur in the province. Some of these are also mentioned in the videotape.

As the learning facilitator, you may wish to discuss what agricultural activities occur in the student's locale and how they compare to the diversity and importance of agricultural activities that occur in other parts of the province.

Check to see if the students have made notes to themselves about the things, or places that interested them as this may help them complete the assignments for Module 4.

Activity 2 - Agriculture in Action

Look at the pictures for this activity. Identify the main activity that is taking place and write a caption for each photograph. Look for ideas in previous module booklets.

Here are a few possible captions:

- A. Food production begins on the farm.*
- B. Even the animals work hard on today's farms!*
- C. The open range has been replaced by the feedlot.*
- D. Pork is big business in Alberta.*
- E. Modern feeds are not just grown – they are processed.*
- F. Food processing is an industry that depends on farming.*
- G. Cheese is one of Alberta's important food products.*
- H. Some food is sold directly by the farmers.*
- I. Your table is the last step!*
- J. People keep the farm equipment working.*
- K. People keep animals healthy too!*
- L. Farm equipment for sale.*

Activity 3 – Where Could It Come From?

Use all available information sources to fill in the table in the student book. Find a place that would be likely to produce and process each food that is part of a fast food meal.

Hint: Many answers can be found on the map for Activity 1. Look in Module 1, 2, and 3 as well. You may also use any places you are familiar with that may not have been mentioned in this course.

Answers for the above exercise will vary according to your locale. Discuss unusual or unlikely ones with the student. Give praise/recognition for identification of locations for production and processing of food.

Activity 4 – What Would You Grow Here?

1. Find your own location in the province on the Agroclimatic Map. Describe the growing conditions in your area.

Answers will vary but should include information on moisture, temperature, and growing season.

2. Which area has the best climate for agriculture in the province? Why?

The crops used as a basis for this map are grains and oilseeds. Otherwise, answers would vary depending on the type of agriculture being considered. For instance, some crops, such as corn, will grow better in the south. Different varieties of market vegetables also have different requirements for their growing season.

3. What is the major climatic factor that limits crop production in southern Alberta?

Lack of moisture.

4. What is the main limiting factor in the northern part of the province?

Cool temperatures and short growing seasons.

Activity 5 – Searching for Soil

1. Describe the climate and vegetation in your own area. Use the maps on previous pages of this section for clues.

Answers will vary, but should be similar to the following:

We have adequate moisture in an average year and an average of at least 100 frost-free days. There are gentle rolling hills with some trees (aspens) in the lower areas and along creeks. The crops grown in our areas are wheat, barley, and canola.

2. What type of soil do you have? Use the soils map and the pictures on the previous page to guess the most common soil type in your area. (Colour is the simplest way to describe your soil although there are many other important characteristics.)

The simplest way to describe soil is by colour. This is by no means a technical description but can be a first step in understanding the distribution of soil types. We have all seen the rich black soils that are best for growing crops – many students will live in these areas. Darker soils generally form in grassed, moderately moist areas. The dark colour of the soil is caused by the amount of organic matter in it. Grey soils are more common below forested areas. Students may infer soil characteristics or they may describe the actual colour of soils they have seen.

3. Which soil types are found in cultivated areas?

Black, dark brown, some brown (irrigation usually), and some dark grey soils are used for agriculture.

4. Which soil types are found in areas which are used for pasture?

Grey soils and brown soils are found in areas used for pasture.

Activity 6 – Where Does the Money Come From?

Use the pie chart on the previous page to answer the following questions.

1. Which two crops earn the most money for Alberta farmers?

Wheat and canola (oilseeds). Barley (as one of the coarse grains) currently ranks in third place.

2. What type of livestock is the most important source of income for farmers?

Cattle and calves.

3. What are the first and second most important uses of agricultural land?

Most important use: Production of crops for human and animal consumption.

Next important use: Grazing of cattle.

Section 1: Follow-up Activities

At this point in the section, the activities are normally separated into two strands: extra-help and enrichment. Since the activities in this module were designed to integrate the information from the previous modules, no extra-help activities are included. However, students should be encouraged to do at least one of the Enrichment Activities for this section.

Enrichment A - Careers in Agriculture

It would appear that everyone has a stake in the food and agriculture system – if only as a consumer. But, for many people, agriculture has come to mean a rewarding occupation or career.

Do either Part A or Part B.

Part A

Watch the videotape *Careers in Agriculture*.

Part B

Interview a person who works in the agriculture or food industry. Inquire how they became involved with their particular occupation. Find out what they do and which things they enjoy most about the job. Write up your interview as a script, in a question and answer format, or make an audiotape of the conversation.

As you discuss the interview, check to see that the student had asked appropriate questions. You may wish to extend the scope of the interview discussion to determine why the student chose this person to be interviewed and if they know other people in the same line of work. If the student shows an interest in finding out more about this particular occupation or any other farm related occupation, refer them to other sources of information, such as the local district agricultural office or library.

Enrichment B - Food Processing and Agricultural Products

Do either Part A or Part B.

Part A

Watch the videotape *The Reason Why*, read the text for Part B, and answer the questions which follow.

Part B

Read the information in the student book and answer the questions which follow.

Questions

1. Canada produces grain worth about 10 billion dollars each year. If 1/10 of this grain (or 1 billion dollars worth) were used for the production of cereals or bakery products for export, what would the value of these exports be? Use the chart (in the student book) for clues to the answer.

From the chart, students will see that 1000 T of grain worth \$295,000 becomes 600 tons of bakery products worth \$1,350,000 after processing. This is an increase in value of 4.6 times! Our 1 billion dollars worth of grain (1/10 of exports) is now worth 4.6 billion dollars.

2. How many people would be employed if each earned an average of \$30,000 per year? Assume 1/2 of the increased value goes for wages.

The increase in value is 3.6 billion dollars.

$$3,600,000,000 \times 1/2 \div 30,000 = 60,000 \text{ jobs!}$$

3. Why is the food processing industry important to our economy?

It employs many people and creates products which can be sold at a higher value than unprocessed products.

NOTE: The student should now read the Conclusion for this section and then complete the assignment for Section 1 in the Module 4 Assignment Booklet.

NOTE: Students should not have access to the answers to the Assignment Booklet. These answers should be stored securely and should be retained by the teacher at all times.

These assignments give students a chance to practise what they have learned, by communicating their understanding to others. Students will gather or create, classify, and interpret information about agriculture as they assemble items for their presentations.

All items created or gathered should receive marks, with full marks awarded for appropriate materials presented in the proper context and accurately described.

Section 1 Assignment

(Total: 30 Marks)

1. What format will your production take? (10)

Use an outline and a sketch to plan your presentation. Include:

- a description of the format you plan to use
- a description of the type of items you plan to create or find
- list the places you plan to visit
- list the places where you plan to look for materials
- list the people you will go to for advice or materials

Show your outline and sketch on the response page.

The decision of format is left with the student in consultation with the learning facilitator. More flexibility of choice is possible in a classroom situation. Nonclassroom students should choose a format that can be delivered or mailed to a central location for marking.

Check to see that the student has access to the resources that will enable him or her to complete the task (e.g., library, videocamera, film camera, farm magazines and advertising materials, photocopies, or art supplies).

Award marks for the outline according to:

- *Overall Design (4)*
- *Resource Identification (6)*

2. Find or create at least ten items (articles, ads, ideas for scenes, etc.) to show the diversity of agriculture in Alberta.

Be sure to include the following:

- crops
- livestock
- production on the farm
- processing
- marketing
- supplies and services

List your items on the response page. Describe how you made them or where you found them. (10)

- *Award 1 mark for each appropriate selection or creation.*

For each item, use at least two sentences to tell how and why they are important in the overall picture of Alberta's agriculture. (10)

- *Award 1 mark for explaining each item and for telling how it is part of the overall picture of agriculture in Alberta.*

Section 2 – Out of the Past / Into the Future

Activity 1 – A Look at the Past

Do either **Part A** or **Part B**.

Part A

Interview a grandparent or someone else who can tell you about agriculture 50 years ago. Include the questions on the next page, and some of your own questions, as part of your interview.

Part B

Read about early life on the farm. You will find many personal accounts in the following sources:

- local histories
- stories and novels about the lives of early pioneers
- Alberta Heritage Series readers, published in 1979 by Alberta Education. They include:
 - "The Composite Pioneer" an essay by Dorothy Kamen-Kaye in *Road to Yesterday*, pages 166-172.
 - "Not a Penny in the World" by Barry Broadfoot in *Western Profiles*, pages 263-267.

These resources will give you information and personal accounts to help you find answers to the following questions. Record your answers as if you are interviewing someone from the past.

Questions

Students will record their answers to the following questions as an interview, on paper, or on an audiotape.

1. What did people expect from farm life? What did they see as important for "good living"?

Most would reply that a good harvest is essential. Other expectations would vary depending on the type of farm and individual preferences.

2. What kind of machinery and technology did they have on the farm?

Machinery has increased in size and complexity during this century.

3. How many people were involved at harvest time? Where did they all come from? Where did they all go after the harvest?

Seasonal farm workers were common on the farm only a generation ago. But demands for higher wages, farm mechanization, and increased efficiency have eliminated many jobs.

4. What did they use for power on the farm? Was there electricity? Gasoline powered tractors? Natural gas for heat?

Today, electric power is essential to run farm equipment and household appliances. Not that long ago, the same tasks were performed manually and power was from human hands. Before gas-powered equipment became commonplace, animals were used for power on the farm. Heat was usually obtained from the burning of wood or coal.

5. Who helped the farmer out? What kinds of businesses did he depend on? Did he get much help from the government?

As farming becomes more complex, farmers seek help from a variety of sources including government, banks, dealerships and training courses. Financial assistance to farmers has increased dramatically in recent years.

6. How was food preserved and prevented from spoiling?

Home preserving was much more common in the past than it is today. "Root cellars" were often used to store produce such as potatoes.

Activity 2 – Past and Present

The pictures show some of the differences between farming in the past and farming today. Describe the main difference shown between each set of pictures in the student booklet.

1. *Less human time and energy is required. Fewer people are needed to harvest a crop.*
2. *Machine power has replaced animal and human power. Machinery covers ground quickly and can accomplish much larger tasks.*
3. *The size of livestock operations has increased to produce more at lower cost. Today's farms must feed many more people.*
4. *Farming methods have changed. In this case, spraying has replaced tillage as a means of controlling weeds. Summerfallowing is becoming less common.*

Activity 3 – Farming in the Future

1. Which of the following suggestions involve conservation farming methods? Mark with a C.

Which of the following are methods for increasing crop production? Mark with a P.

- | | |
|---|---|
| a) Decrease summerfallow | <i>P - will produce a crop each year</i>
<i>C - will reduce erosion and loss of organic matter</i> |
| b) Clear bush to make more farmland | <i>P - will increase land available for farming</i> |
| c) Increase the use of chemicals | <i>P - will increase crop yields</i> |
| d) Experiment with higher yielding crops | <i>P - will produce higher crop yields</i> |
| e) Practise crop rotation for pest and weed control | <i>P - crops less subject to pest outbreaks</i>
<i>C - reduces need for chemicals</i> |

- f) Practise conservation tillage *C - reduces erosion*
- g) Plant nitrogen fixing crops called legumes, which add nitrogen to the soil *P - increases yield
C - less fertilizer required*
- h) Take marginal land out of grain production and seed to grass *C - reduces erosion*
- i) Drain sloughs to increase available farmland *P - increases amount of farmland and makes operations more efficient*
2. Do you think it is possible to increase production and still preserve our environment and soil? *Yes, if we are careful.*
3. If it is not possible, which do you think is more important? Why?
Conserving resources and looking after the environment will ensure production in the future.

Activity 4 – The High Cost of Producing Food

1. What problem is the farmer in the cartoon (of the student book) experiencing?
He is borrowing money to increase the size of his operation and to make it more efficient. Both are worthwhile objectives. However, as his farm grows so do his costs – he continues to borrow to stay ahead.
2. What do you think he should do? Why?
He could look at other ways to solve his problems rather than borrow, such as cutting expenses and looking for ways (e.g., different crops) to increase his income.
3. If you were a bank manager, how would you decide whether or not to loan a farmer or food processor money to expand his or her operations?
First of all, will the borrower be able to pay the money back. This will only happen if his earnings will rise faster than expenses after the operation is expanded.

Activity 5 – Engineered Foods

Soon it will be possible to create foods in the laboratory as good as anything you can grow! Do you believe this?

Try your luck at designing a fictional food. Use the following as a guide.

Answers will vary. Look for originality, usefulness, a marketing strategy. This is a good chance for students to use their imagination!

Section 2: Follow-up Activities

At this point in the section, the activities are normally separated into two strands: extra-help and enrichment. Since the activities in this module were designed to integrate the information from the previous modules, no extra-help activities are included. However, students should be encouraged to do at least one of the Enrichment Activities for this section.

Enrichment A – What Is Agriculture to You?

Improvements in agriculture and increased food production have improved your life in ways you have probably never thought of!

Do either Part A or Part B, and answer the questions that follow Part B.

Part A

Watch the videotape *The Reason Why*.

Part B

Read the summary from the videotape.

Questions

1. Find out how much your family spends on food each month. Calculate the total amount you spend on food each year.

Answers will vary. A sample calculation is given below.

$$\$500 / \text{month} \times 12 \text{ months} = \$6000 / \text{year}$$

2. List some of the other things that you can buy with this money.

Answers will vary.

3. What things would you do without if food prices were to double?

Answers will vary.

4. Should we be paying more for our food? Explain your answer.

Answers will vary. However, higher prices might permit farmers to put more thought and effort toward conservation. It also might encourage more research, development, and local production of things we must now import.

Enrichment B – The Greenhouse Effect - Is It Coming?

Describe what this may mean for agriculture in Alberta. What do you think its effects will be?

Answers will vary. Dryness in the south will mean a greater need for irrigation. Warm temperatures in the north will permit farming there, if moisture and suitable soil are available.

<p>NOTE: The student should now read the Conclusion for this section and then complete the assignment for Section 2 in the Module 4 Assignment Booklet.</p>
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<p>NOTE: Students should not have access to the answers to the Assignment Booklet. These answers should be stored securely and should be retained by the teacher at all times.</p>

Section 2 Assignment

(Total: 25 Marks)

1. Find, or create, at least three items showing agriculture in the past and at least two more about agriculture in the future.

List your items on the response page. Describe how you made them or where you found them. (5)

- *Award 1 mark for each appropriate selection or creation.*

For each item, use at least two sentences to describe their significance to the history or future of agriculture. (5)

- *Award 1 mark for describing the significance of each item to the history or future of agriculture.*

2. Find, or create, at least five items about the resources used in agriculture. You may wish to include soil, water and energy, for example.

List your items on the response page. Describe how you made them or where you found them. (5)

- *Award 1 mark for each appropriate selection or creation.*

For each item, use at least two sentences to tell why they are important to agriculture. (10)

- *Award 2 marks for telling why the resource shown in each item is important to agriculture.*

Section 3 – Feeding the World

Activity 1 – International Cuisine

Do either Part A or Part B.

Part A

Visit a restaurant which features food from another country and sample the menu. Describe your meal in the space below.

Part B

Prepare one or more dishes from another country. Many ideas can be found in recipe books. Describe your meal here.

Encourage students to share their experiences with a friend.

Activity 2 - Where Does It Come From?

Answer the following questions using the graphs (in the student book) and your own ideas.

1. Which agricultural products do Canadians import the most of?

Fruits and nuts are the largest agricultural import.

2. Why do Canadians import the agricultural products in question 1?

We import fruits, vegetables, and nuts which do not grow well in our climate, or those which are only available from other countries during our winter season.

3. Some of the products imported are produced in Canada as well. Why do you think we import foods that are already grown here?

Many countries can produce these products for a lower cost than we can produce them ourselves. The crops may be fresh and seasonal (i.e., apples or grapes) and available from the southern hemisphere when they are unavailable here.

4. Recall your meal from Activity 1. List all of the ingredients that might come from another country. Then, list the ingredients that are produced in Canada.

Answers will vary.

Activity 3 - Where Does It Go?

Use the charts for 1987 in the student booklet to answer the following questions.

1. Where did most of Alberta's agricultural products go in 1987 – to other provinces or to other countries?

Other countries (1.8 billion in 1987).

2. What was Alberta's most important agricultural export?

Wheat.

3. Which areas were Alberta's two most important foreign destinations for agricultural exports?

Asia and the United States (North America).

4. What was Canada's most important agricultural export?

Wheat.

5. Which area was Canada's most important destination for agricultural products?

United States.

6. What percentage of Canada's total exports came from Alberta?

In 1987, 1.8 billion dollars worth of exports were sent from Alberta to other countries versus 8.9 billion for Canada as a whole. This indicates that approximately 20% of Canada's agricultural exports came from Alberta.

Activity 4 - Balancing Trade

1. Look at Canada's exports and imports for 1987. Did Canadians export more agricultural products than they imported?

In 1987, Canada had a trade surplus of 2.1 billion dollars in agricultural products. We exported commodities worth 8.9 billion dollars and only imported commodities worth 6.8 billion dollars.

2. How does this benefit our economy?

Exports bring money into the country for the development of industries and wages for workers. Many related businesses also benefit from agricultural exports.

Food from Livestock

Why do you think there is such a difference (in meat consumption between countries)?

The most important reason is cost – meat is an expensive food. In poorer regions, people eat more staple foods because they are more plentiful and more affordable than foods made from animals.

Activity 5 - Looking Ahead

What would you like to do to help? How would you go about it?

Answers will vary but may include:

- improving crop yields, storage, and transportation in other countries so that the people can feed themselves*
- working for the conservation of natural resources used to produce food*
- researching new crop varieties that will grow in harsh conditions*
- using public opinion to help solve the political problems that keep people hungry.*

NOTE: 1. The student should now read the Conclusion for this section and the Module Summary.

2. The Section 3 Assignment and the Final Module Assignment should now be completed in the Module 4 Assignment Booklet.

NOTE: Students should not have access to the answers to the Assignment Booklet. These answers should be stored securely and should be retained by the teacher at all times.

Section 3 Assignment

(Total: 25 Marks)

1. Find, or create, at least two items which show the worldwide side of our food system.

List your items on the response page. Describe how you made them or where you found them. (2)

- *Award 1 mark for each appropriate selection or creation.*

For each item, use at least two sentences to explain what the item shows about the world food systems. (4)

- *Award 2 marks for describing what each item shows about the worldwide food system.*

2. Find, or create, at least two items which show some of the food problems that face people of other countries.

List your items on the response page. Describe how you made them or where you found them. (2)

- *Award 1 mark for each appropriate selection or creation.*

For each item, use at least two sentences to describe the problem shown. (4)

- *Award 2 marks for describing the problem shown in each item.*

Suggest a reason for these problems in your description. (2)

- *Award 1 mark for suggesting a reason for the problem shown in each item.*

3. Find, or create, at least five items on careers in agriculture that would be of interest to you.

List your items on the response page. Describe how you made them or where you found them. (5)

- *Award 1 mark for each appropriate selection or creation.*

Use at least two sentences to describe each of three careers you named above. (6)

- *Award 2 marks for describing each career.*

Final Module Assignment

(Total: 20 Marks)

1. Make your final production. Marks will be given for creativity (5), completeness (5), quality of presentation (5), and quality of information (5).

By now you should have created, or gathered all of the items you intend to use. Making a final presentation means "putting it all together". Here are some suggestions on how to do this:

- Use large titles to introduce each topic.
 - Centre drawings/items around text that explains how they are related.
 - Videotape (or audiotape) a personal description of your program.
2. Bonus! Earn five extra marks by showing your creation to someone and having them fill out the evaluation form. (It is possible to earn 105% on these module assignments!) (5)
- *5 marks for overall creativity.*
 - *5 marks for completeness.*
 - *5 marks for quality of presentation.*
 - *5 marks for quality of information*

Bonus: 5 marks for a signed form and comments on the presentation!

NOTE: 1. A final grading for Module 4 can now be determined at this point.

2. The student should now have completed and been assigned gradings for all four modules of this course. A final grading for Agriculture: Land and Life (Year One) should now be determined.



L.R.D.C.
Producer

Agriculture:
Land & Life

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